

NOTICING TARGETS FOR PRIORITY GOAL:

Learners will be on a spiritual journey rooted in Jewish tradition.

During the year, LOMED congregations will design and deliver new learning experiences to help learners reach the priority goal. In order to monitor student growth, teachers will select noticing targets—smaller and more concrete goals that help learners reach the priority goal.

Priority Goal Definition:

Learners will develop the knowledge, skills and habits, beliefs/values and sense of belonging to live in an intentional relationship to the Divine, guided by Jewish tradition. Jewish tradition records many paths people have taken in search of connection to God and godliness. Learners who achieve this priority goal articulate their own connections to the Divine and point to the ways these connections impact their daily lives.

Knowing, Doing, Believing, Belonging

Knowing

This domain includes the acquisition of knowledge, understanding and skills needed to live out a priority goal.

Doing

This domain involves the translation of knowledge and skills into authentic Jewish living connected to the priority goal.

Believing

This domain is about the development of a relationship of the self to something transcendent, the acquisition of values and the determination of priorities in connection to the priority goal.

Belonging

This domain is about the cultivation of connection to and identification with others and with community in pursuit of the priority goal.

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Noticing Targets

	Early Primary (K-2 nd Grade)	Intermediate (3 rd -5 th Grades)	Middle School (6 th -8 th Grades)
Knowing	<input type="checkbox"/> Uses vocabulary of Jewish prayer and <i>mitzvot</i> <input type="checkbox"/> Recognizes God's involvement in the stories of the Jewish people <input type="checkbox"/> Knows that people communicate with God <input type="checkbox"/> _____	<input type="checkbox"/> Describes different characteristics of God and roles God plays in the world <input type="checkbox"/> Explains foundational concepts such as <i>brit</i> , <i>b'tzelem elohim</i> , partnership in <i>tikkun olam</i> and others linking Jews with God <input type="checkbox"/> _____	<input type="checkbox"/> Uses vocabulary of Jewish prayer, rituals, and <i>mitzvot</i> <input type="checkbox"/> Has skills to lead prayers, rituals <input type="checkbox"/> _____
Doing	<input type="checkbox"/> Expresses self in prayer outside of fixed times for prayer <input type="checkbox"/> Participates in prayer, rituals <input type="checkbox"/> _____	<input type="checkbox"/> Uses own words of prayer in times of need and joy <input type="checkbox"/> Engages in Jewish prayers and rituals at home <input type="checkbox"/> _____	<input type="checkbox"/> Composes personal prayers in time of need and joy <input type="checkbox"/> Leads Jewish prayers and rituals at home <input type="checkbox"/> _____
Believing	<input type="checkbox"/> Asks questions about God <input type="checkbox"/> Asks for help from God in a difficult situation and turns to God in joy <input type="checkbox"/> _____	<input type="checkbox"/> Articulates feelings and ideas about God <input type="checkbox"/> Expresses gratitude using <i>brachot</i> <input type="checkbox"/> _____	<input type="checkbox"/> Articulates own feelings, ideas about prayer and/or God <input type="checkbox"/> Compares own ideas to community's ideas about prayer and/or God <input type="checkbox"/> .
Belonging	<input type="checkbox"/> Participates in communal prayer, ritual and song <input type="checkbox"/> Joins group easily <input type="checkbox"/> _____	<input type="checkbox"/> Explains to others a prayer or ritual that is personally meaningful <input type="checkbox"/> Participates in communal prayer or ritual <input type="checkbox"/> _____	<input type="checkbox"/> Takes leadership role in communal prayer or ritual <input type="checkbox"/> Develops relationships with people inside and outside peer group through prayer or ritual <input type="checkbox"/> _____

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Additional Noticing Targets

KNOWING

- Retells biblical stories about the relationships between the characters and God
- Explains metaphors for God
- Explains concept of *kedushah*
- Analyzes Jewish texts about Shabbat
- Analyzes Jewish texts about God

DOING

- Participates in 25 hour Shabbat experiences

BELIEVING

- Explains the impact of the relationship between individual Jewish figures (biblical, rabbinic, contemporary) and God
- Explains a metaphor(s) for God that is personally meaningful
- Demonstrates understanding that people have different ideas about God
- Describes times s/he felt close to God
- Articulates responses to participating in 25 hour Shabbat experience
- Explains the value of Shabbat for self/family

BELONGING

- Demonstrates curiosity about Jewish prayer